

Gainesville City Schools

Program for Gifted Students

Gifted Playbook

2026-2027

The Gainesville City School System is committed to providing its highly talented and gifted students, of all ethnic and socioeconomic groups, with an education that both fosters and promotes their potential and abilities.

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Philosophy of the Gainesville City Schools Gifted Education Program

The Gainesville City School System is committed to providing its highly talented and gifted students with an education that both fosters and promotes their potentials and abilities. This education provides for a differentiated curriculum through which the content, instructional strategies, and expectations of mastery are appropriate for the student.

The Gainesville City School System recognizes that highly talented and gifted students may be identified among all ethnic and socioeconomic groups, and is committed to the use of multiple criteria for their early identification.

Gifted Education Program State Regulations

There are three (3) documents that provide the authority and the specific requirements for gifted education in the state of Georgia. They are found in state law, State Board of Education (SBOE) Rule, and SBOE-approved Regulations.

The Georgia Department of Education requires that the Local Board of Education shall make a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula available for review by the public and the GA DOE.

Multi-Tiered System of Supports (MTSS)

All identified gifted education students can be served in the general education MTSS framework. The following information from the GADOE relates to the tiers within the gifted education program.

Advanced learning needs for most students can be addressed in the general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions. The MTSS process for referral, evaluation, eligibility, and instruction of gifted education students is set by the State Board of Education and defined in the Georgia Department of Education Resource Manual for Gifted Education Service.

If there is evidence that instructional modifications have not met a student's needs, GCSS will follow the student nomination and decision-making process outlined in this manual. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the performance levels of any previous gifted program referrals or placements.

Student Search, Nomination, and Referral

Stakeholder Communication

Teachers, counselors, and administrators will be informed concerning gifted education services, referral procedures (including process for school level referral and automatic referral) and eligibility requirements by the Gifted Education Coordinator or designee during school-level faculty meetings and/or school-level PLC meetings in the fall/spring of each year. Community members can access the GCSS Gifted Playbook through the school website, parents will be informed at Open House and a letter will be sent to the student's parents when a student is referred for testing.

Eligibility Team

Each school shall establish an Eligibility Team that consists of, at a minimum, the Gifted Education Teacher, two other teachers with knowledge of the student, and an administrator. All decisions regarding referral and eligibility shall be made by the Eligibility Team.

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Student Search Procedures

Reported Referral:

The Gainesville City Schools Talent Survey will be distributed to school personnel periodically throughout the year in order to help identify students who might be good candidates for nomination for gifted education testing. The Talent Survey is given to the gifted education teacher, who is responsible for gathering any other available pertinent data. This data could include standardized test information, grade reports or report cards, and/or student work samples.

Parents who wish to nominate students for consideration may complete a TABS Form. If a student nominates him/herself, a Self Nomination Form would be completed. If a student nominates a peer, the student would complete a Peer Nomination Form.

Automatic Referral:

The Gainesville City Schools Board of Education has determined guidelines for achievement that automatically refer a student for consideration for gifted program evaluation. Students who score at or above the 80th percentile on a school-system administered, nationally normed mental ability test, any student who scores at or above the 80th percentile on a standardized, nationally normed achievement test in Total Reading, Total Math, or Composite scores will automatically be referred to the school Eligibility Team for review for further evaluation consideration. The gifted education teacher is responsible for nominating any student automatically referred based on standardized test score data. He/she may obtain work samples and any other available data pertaining to the student's academic performance/potential.

Review of Referrals

Following the completion of the reported or automatic referral process, the Eligibility Team will review each referral. The Eligibility Team should document the date of the meeting/decision; the committee members present; the names of the students who were considered; the source of the nomination (automatic, teacher, parent, etc.) and the committee's decisions regarding whether each student who was considered should be referred for formal evaluation. The Eligibility Team will make one of the following decisions:

1. The student is referred for *formal evaluation. When the team agrees that data warrants continuation of the evaluation process, the Team chairperson will notify parents in writing through the use of the Notification of Consideration and Consent to Evaluate form (available in English and Spanish). If consent is obtained, the evaluation process will begin.
2. More information about the student is needed. If the Team determines more information is needed in order to determine the appropriateness of formal evaluation, they will request that this information be gathered.
3. The data does not support a recommendation to continue the referral process. The Eligibility Team may decide that the data provided is sufficient in depth and quantity to determine that continuation for evaluation for eligibility is not warranted. The Team will notify the nominating person in writing that the referral process has been discontinued at the present time through the use of the Eligibility Team Decision form (available in English and Spanish). This decision, however, does not preclude the possibility that the student may be

again referred for consideration at a later date.

*Formal evaluation is conducted within two testing windows. The testing window for elementary school will be conducted in the fall (1st-5th grades) and testing for Kindergarten will take place in the spring. Middle school testing will be conducted in the fall and spring as well.

Student Assessment and Eligibility

General Assessment Requirements

The gifted program teacher will gather pertinent biographical information including parental consent for evaluation and any previous test results. In compliance with Georgia Department of Education Rule 160-4-2.38, the gifted program teacher or other authorized party will gather information in each of the following areas: mental ability, achievement, creativity and motivation, as defined in Table 1. All assessments utilized by Gainesville City Schools are current and/or approved editions and meet standards of validity and reliability and are nondiscriminatory with respect to race, religion, national origin, sex, disability or economic background. Test scores on utilized instruments may be **no older than two years**. The determination of ineligibility does not preclude reconsideration of the student at a later date. However, re-evaluation may not occur within a two-year span. Decisions concerning the need for administration of secondary assessments may be made in each area, as defined below. Data used to establish criteria in one area may not be used to establish criteria in additional areas.

Methods of Acquiring Student Data

Category One: Mental Ability

The CogAT (with verbal, quantitative and nonverbal components) will be the primary assessment administered to students in grades K-12 who are referred for testing. In order to establish eligibility, either the composite score or component scores may be utilized. Scores should be determined by the gifted program teacher or authorized party using norms current within ten years and by establishing the student's percentile ranking **by age**. The test should be administered in a group setting and the appropriate test level should be determined using established guidelines.

Any student who does not meet criteria but scores at a minimum of the 80th percentile on either the composite or a component test may be administered a secondary assessment, if additional testing is recommended by the Eligibility Team. In order to determine the appropriate secondary assessment, the highest component score should be considered.

- If the verbal component score is highest, the WISC may be administered by the school system psychologist **if** all other assessments have been administered and a qualifying score would establish gifted education program eligibility. All other categories of student data must be established and criterion met before a WISC referral can be made. Referrals can be made through the Gifted Coordinator or Central Office using

the WISC referral form.

- If the quantitative component score is highest, the WISC may be administered by the school system psychologist **if** all other assessments have been administered and a qualifying score would establish gifted education program eligibility. All other categories of student data must be established and criterion met before a WISC referral can be made. Referrals can be made through the Gifted Coordinator or Central Office using the WISC referral form.
- If one of the verbal, quantitative, or nonverbal component scores is high, the Naglieri General Abilities Test (NGAT) may be administered to a group of students by the gifted program teacher or authorized party. The NGAT may also be utilized as the primary assessment if the Eligibility Team determines that a student's lack of English language proficiency could negatively impact test performance or if its administration is recommended based upon other data reviewed.

Category Two: Achievement

The Iowa Assessments will be the primary assessment administered to students in grades K-8 to assess achievement. In order to establish eligibility, the total battery (composite) score, reading total or math total may be utilized. The gifted education teacher or authorized party will administer the tests to a group, score the tests using norms current within ten years, and establish the student's percentile ranking **by grade.** Fall norms should be used until December 1st, midyear norms from December 1st to February 29th, and spring norms should be used from March 1st until the end of the year.

For grades K-5, iReady may be used as a qualifying score for achievement. K-5 students must score 90% or higher in reading or math.

The Stanford TASK will be the primary assessment administered to students in grades 9-12 to assess achievement.

The Stanford Achievement Test can be utilized as a secondary achievement measure in grades K-8, if additional testing is recommended by the Eligibility Team, and the Woodcock Johnson can be utilized as this measure in grades 9-12. In most cases, the Iowa Assessments(K-8) or Stanford (9-12) score would be the best indicator of the student's instructional needs, but there may be cases in which the team determines that this score does not accurately reflect the student's achievement. In this case, the gifted education teacher or authorized party will administer and score the tests using norms current within ten years and by establishing the student's percentile ranking **by grade.**

Category Three: Creativity

The Torrance Test of Creativity (Figural or Verbal - TTCT) will be the primary assessment administered to students in grades K-8 to assess creativity. The gifted education teacher or authorized party will administer the assessment. In this case, the gifted education teacher or authorized party will administer and score the TTCT using norms current within ten years and by establishing the student's percentile ranking **by age.**

The creativity score of the GRS-2 can be used if GRS-2 is not utilized as a qualifying score

for motivation.

Category Four: Motivation

The Gifted Rating Scales will be the primary assessment used for motivation in grades K-8.

Students in grades 9-12 may meet criteria in the area of motivation through achieving an overall grade point average at or above 3.5 over the two years prior to evaluation in core subject areas. These areas include: Mathematics, Language Arts/Reading, Science, Social Studies and Foreign Language (if applicable). Numerical grades will be averaged and rounded to the second decimal place. Weighted averages will not be computed, as the criteria clearly specify that numerical averages be computed on a 4.0 scale.

The Gifted Evaluation Scales can be utilized as a secondary motivation measure in grades 9-12, if additional assessment is recommended by the Eligibility Team. There may be cases in which the team determines that the score does not accurately reflect the student's motivation.

Collection of Data Following Established Eligibility

If a student's eligibility for gifted services is established before assessments in all four areas have been administered, the Eligibility Team may utilize other data collected throughout the nomination and referral process (i.e. Talent Survey results) in order to provide assessment results for the remaining areas. (Copy of Eligibility Report attached at end of document).

Statistical Data

Statistical data will be maintained on the number and type of referrals, the number of students eligible, and the number of students served during a year. This information also includes gender and ethnicity data and is housed in the LEA's Student Information System (Infinite Campus). The LEA evaluates the program on a yearly basis using the GADOE Gifted Resource Manual.

Test Data from Outside Gainesville City Schools

The Eligibility Team may consider test data gathered and analyzed outside the public school system in order to make decisions concerning referral. However, in compliance with Rule 160-4-2-38, these outside data shall not be substituted for data the school generates during the testing/evaluation process in order to establish eligibility, unless eligibility is established in accordance with State of Georgia reciprocity.

Test Data from Non-Standard Testing Administrations

Scores from nonstandard administrations of tests may not be used to establish gifted program eligibility.

Eligibility Criteria

Students in Georgia may become eligible for gifted program services through the process detailed below. Georgia Board of Education Rule 160-4-2-.38 defines eligibility criteria for program placement.

Eligibility via the Psychometric Approach:
To be eligible for gifted education services under the psychometric approach, a student must score at the 99th percentile (grades K-2) or the 96th percentile (grades 3-12) on the **composite** score of a standardized test of mental ability and meet criteria in the area of achievement.

Eligibility via the Multiple Criteria Process:
To be eligible for gifted education services under the multiple criteria process, a student must meet criteria in any three of the following four areas: mental ability, achievement, creativity and motivation.

Identification of Students Who Meet Eligibility Requirements

When all needed data has been obtained in each criteria area, the Eligibility Team will meet to formally determine student eligibility. An Eligibility Report Form will be completed and a decision made as to the eligibility status of the student.

If the student is eligible for Gifted Program placement, the gifted education teacher will notify the parent or guardian in writing using the Notification of Eligibility form (available in English and Spanish). Additionally, a copy of the Program Description and Continuation Policy will be sent to the parent or guardian at this time.

If the student is determined ineligible for program placement, the Eligibility Team will notify the parent or guardian in writing using the Notification of Talent Development Team Evaluation or Notification for Future Review (available in English and Spanish), depending on the team's decision.

Upon receipt of the form detailing the decision of the Eligibility Team, parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement. Interpreters, if needed, shall be provided by the school during conferences for parents who do not speak English as a first language.

Reciprocity

Students who have met eligibility criteria in other Georgia public school systems will be

placed in the gifted education program upon transfer into the Gainesville City School System, through in-state reciprocity. Students who have been identified as gifted in another state or private school system will not be granted automatic eligibility. However, if recent assessment data is available that enables the Talent Development Team to qualify the student using Georgia criteria, no additional testing is necessary. The LEA adheres to Georgia Code regarding placement of students from military families.

The Georgia Resource Manual for Gifted Education Services 2025-26 states: *There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.*

O.C.G.A. § 20-2-2140: Military Reciprocity

Program Continuation Requirements

The Gainesville City School System has developed criteria that an identified, placed student must meet in order to continue to receive services in the gifted program. Student progress is assessed on an annual basis (or more frequently, if deemed appropriate). (Continuation Policy attached at end of document).

1. For elementary schools:
Students will maintain satisfactory progress in gifted education classes by completing work and participating in class activities.

2. For middle and high schools:
Students will maintain satisfactory progress by maintaining an average of 80% or above in gifted education classes.

*Students may not be removed from gifted education classes based on performance in general education classes, unless performance in gifted education classes is also a concern. If continuation criteria are not met:

- The student will be placed on probation for one grading period. Parents or guardians shall be informed through the use of the Notification of Placement Review. During the probationary period, students remain enrolled in gifted classes.
- A plan for improvement will be developed using the Gifted Program Improvement Plan. Involvement in the plan development will include, but not be limited to: the gifted program teacher, classroom teacher(s), parent/guardian, and the student. The improvement plan will include steps to be taken in order to facilitate the student's increased performance. A copy of the plan will be provided to the parent/guardian. A copy of the plan will be placed in the student's central office file.
- At the end of the probationary period, the student's progress will be reviewed to determine if continuation criteria are being met. If criteria are met, gifted services will continue, and probation is terminated. If continuation criteria remain unmet, those persons involved in the development of the improvement plan will reconvene to determine the specific course of action (continued probation with a plan of improvement or termination of program services).

If a student is suspended from the gifted program, he or she is required to submit evidence of academic performance, for a minimum of two consecutive grading periods that meets continuation criteria in order to be reinstated.

If it is determined that participation in the gifted program is not in the student's best interest, the parent or gifted program teacher may request a change. The Talent Development Team shall meet to make this determination and document the decision using the Gifted Program Withdrawal form. A student may be placed on voluntary inactive status for up to one year during a three year time period.

Student Needs/Services Options Match

The final step in the determination of gifted program placement is the matching of the student's advanced learning needs and interests (as documented by assessment results) to programming options. Once assessment activities and data collection are complete, it is the responsibility of the Eligibility Team to:

a. review all pertinent student information, gathered from multiple sources
b. determine gifted program eligibility
c. make recommendations regarding needs for curriculum differentiation and special program services.

The decision of the Eligibility Team should be based on a review of the information gathered during both the student talent search/nomination phase, the formal assessment results, and any other pertinent data. Schools must utilize a variety of service delivery options that may include, but are not limited to: resource room pull-out, consultation, mentorships, advanced classes, and independent study. Each student is served through one or more models for a minimum of five segments a week or the yearly equivalent. Gifted students' needs for complexity and accelerated pacing must be accommodated in the general education program. Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and/or advanced classes. All decisions regarding matching students' needs to programming options shall be made in accordance with Board of Education policy, as detailed below:

Acceleration Policy:
The Gainesville City School System supports the use of educational acceleration in order to effectively match student ability and talent with optimal learning opportunities. According to NAGC, "the purposes of acceleration as a practice are 1) to adjust the pace of instruction to the students' capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration benefits many highly capable individuals by better motivating them toward schooling, enhancing their involvement with extracurricular activities, promoting more challenging options in the middle school and high school years, and preparing them to begin contributing to society at an earlier age."

Research-based practices that may be considered by a school include grade skipping, early entrance into college, and acceleration in content areas through such programs as Advanced Placement and International Baccalaureate. Adaptations in the classroom, such as curriculum

compacting, are highly encouraged.

Group and individual decisions concerning acceleration can be made by the Eligibility Team at each school. Examples of decisions of this type include gifted program placement, AP or advanced content program placement, or the need for curriculum compacting in the regular classroom.

Decisions concerning grade skipping or early entrance to college should be made on an individual basis by a child study team composed of, at a minimum, the parent(s) and teacher(s) of the candidate, the school counselor, and an administrator. The Iowa Acceleration Scale should be used in order to help guide decision making. Acceleration decisions of this type should be made thoughtfully with the needs of the whole child in mind by considering the child's intellectual and academic profile, socio-emotional and physical development, and preferences of the child. A written acceleration plan that specifies a monitored transition period should be developed by the team (attached at end of document). Other considerations in the plan may include (when applicable) determination of which grade-level achievement test the student will take, clarification of transportation issues, procedures for determination of class rank, the process for awarding course credit, and procedures for inclusion in appropriate extracurricular activities.

Curriculum and Instruction

Gifted Program Curriculum

The Gainesville City Schools Gifted Program seeks to enrich students' mastery of the Georgia Standards of Excellence by providing instruction that incorporates advanced research and communication skills, social and emotional support, and creative and critical thinking. Specific standards for gifted students have been established that align with the regular classroom curriculum. Approved curricula include, but are not limited to: Georgia Frameworks lessons, Prufroc Press units, William and Mary units, GEMS units, P.E.T.S., Hands On Equations, Future Problem Solvers, and a variety of other units developed using backward design. Middle schools offer honors level honors level coursework and high school credit options are available. At the high school level, mentorship opportunities, dual-enrollment, and Advanced Placement classes are offered. Parents are notified concerning school-specific curriculum and programs on an annual basis. Additionally, Gifted Education personnel review and revise (if needed) curricula at the close of every year.

Rich and rigorous instruction is achieved through the use of a variety of models, including resource services, cluster grouping, advanced content classes, and collaboration among classroom and gifted endorsed teachers. All eligible and served students receive a minimum of five segments of gifted education per week. The elementary gifted program is called M.P.A.C.T.: an acronym for Motivating and Preparing the Academically and Creatively Talented. The appropriate type or combination of services are designed and implemented at the school level, although in addition to services that may be designed at the school, all elementary students participate in a full-day resource model one day a week.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust curricula and presentation of information to learners rather than expecting students to modify themselves for curricula (Hall, 2011). A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:
• Requires intellectual struggle
• Utilizes primary documents
• Integrates research skills and methods
• Incorporates relevant and real-life experiences
• Integrates interdisciplinary connections

Process: Instructional strategies are designed to:
• Emphasize higher-order thinking, problem-solving and communications skills
• Foster self-initiated and self-directed learning
• Promote creative application of ideas
• Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:
• Self-directed learning
• Meaningful collaboration
• Effective problem solving of challenging and complex issues
• Effective communication
• Social and emotional understanding of self relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:
• Change the actual place where students work
• Allow flexible time
• Provide opportunities for independent study and in-depth research
• Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:
• Pre/post tests
• Self assessment through rubrics
• Creation of goal-based checklists
• Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Gifted Program Teacher Professional Development

In order to ensure continual improvement in the education of gifted learners, Gifted

Education Specialists and General Education teachers participate in a variety of professional development opportunities throughout the year. Some teachers participate in Gifted in-field Endorsement courses and AP training. Gifted Education Specialists meet as a Work Group with Gifted Education Coordinators on a regular basis as part of a Gifted Professional Learning Community. The topics of these meetings include training on the administration of assessments, curriculum, and program review, and other pertinent information.

Full Time Equivalent (FTE)

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services that local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction.

Students who are served in an approved gifted education model are reported with the Gifted Education weight (PROGRAM CODE == "I") for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are currently the first Tuesday in October and the first Thursday in March. The FTE count days provide a "picture" or "point in time snapshot" of the scheduled instructional services provided to students on that specific date.

Students who are referred during a school year, but who are not eligible for gifted services, need to be coded for the Student Records Collection that is transmitted in June. Students should have a gifted referral code (example: automatic, etc.) and the gifted eligibility code: "4. referred this school year, but not eligible."

CLASS SIZE
Source: Code: IEC 160-5-1-.08 – CLASS SIZE
O.C.G.A. & 20-2-244 (H)

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is a minimum of 12. The maximum individual gifted education class sizes are listed below:
GIFTED EDUCATION PROGRAM MAXIMUM CLASS SIZE Elementary (K-5): 17 Middle School (6-8): 21 High School (9-12): 21 Class size may be adjusted based on waivers included as a part of approved Charter System or Strategic Waiver System.

Rule 160-4-2-.38 Education Programs for Gifted Students Evaluation and Eligibility Chart

SECTION III GIFTED EDUCATION ELIGIBILITY CHART

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	**Student must qualify in <u>three of the four</u> categories.**
Mental Ability	➢ Grades K-2 99th% percentile composite score on a nationally age normed mental ability test ➢ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test	➢ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	➢ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	➢ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➢ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	➢ Evaluation data required	➢ Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test ➢ Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile ➢ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Motivation	➢ Evaluation data required	➢ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 32-33 for additional information) ➢ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile ➢ Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

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M.P.A.C.T. Program for Gifted Students
Eligibility Report

Name_____ **Student ID**_____

Date of Birth_____ **Grade**_____ **School** _____ **Gender**_____ **Race**____

Referral Type: automatic teacher parent self peer

				Eligibility Option 1		**Eligibility Option 2**	
Data Category	**Data Considered**	**Date**	**Score (NPR)**	**Mental Ability and Achievement Required**		**Three of the Four Criteria Required**	
Mental Ability	**CogAT Form 7**			**Requirement** **COMPOSITE ONLY** **Grades K-2=99%ile or Grades 3-12= 96%ile**	**Criterion Met?** **YES** **NO**	**Requirement** **K-12=96%ile** **Composite Score or Appropriate Component Score**	**Criterion Met?** **YES** **NO**
	Verbal						
	Quantitative						
	Nonverbal						
	Composite						
	NGAT - Verbal						
	Quantitative						
	Nonverbal						
	CogAT Form 8						
	Verbal						
	Quantitative						
	Nonverbal						
Achievement	**iReady**			**Requirement** **90th%ile on Total Reading or Total Math or Total Battery**	**Criterion Met?** **YES** **NO**	**Requirement** **90th%ile on Total Reading or Total Math or Total Battery**	**Criterion Met?** **YES** **NO**
	Reading (K-8)						
	Math (K-8)						
	ITBS Form E						
	Reading						
	Math						
Creativity	**GRS2* (Gifted Rating Scale)**			**_____Data Collected**		**Requirement** **90th%ile**	**Criterion Met?** **YES** **NO**
	TTCT Figural Form A			**_____Assessed on GCSS Creativity Screener**			
Motivation	**GRS2* (Gifted Rating Scale)**			**_____Data Collected**		**Requirement** **90th%ile**	**Criterion Met?** **YES** **NO**

GRS* (Gifted Rating Scale) - Only one rating scale may be used to establish eligibility for Creativity OR Motivation.

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___ **Student does not qualify**

Student qualifies through:

___ Multiple Criteria (3 of 4 categories must be YES)
___ Option 1 (requirements met in mental ability and achievement)
___ Reciprocity from another Georgia County

_____ _____
Eligibility Team Chair Date

GCSS MPACT TALENT SURVEY

Homeroom Teachers: Complete and return to Talent Development Specialist (MPACT Teacher) by _____.

Teacher _____ Grade K 1 2 3 4 5 School Year _____Date_____

Directions: The needs of gifted and talented students result from these behavioral characteristics that differentiate them from students the same age. If you are considering a child for referral to the MPACT program, please **CIRCLE** the numbers next to all of the behaviors this child exhibits in the areas below. If you feel that it would be useful for the eligibility team, attach samples of exceptional work and/or anecdotal records. Thank you for your assistance.

AREA (A): MENTAL ABILITY	AREA (B): ACHIEVEMENT	AREA (C): CREATIVITY	AREA (D): MOTIVATION
Students who . . . 1. Learn easily and rapidly 2. Know a lot about a variety of topics 3. Exhibit quick mastery of most academic subjects 4. Retain/recall information easily 5. Have keen powers of observation; usually "see more" or "get more out of stories" 6. Demonstrate superior ability to think critically; reason logically; conceptualize 7. Are highly verbal; demonstrate advanced language development	Students who . . . 8. Demonstrate advanced ability or knowledge in specific area (s) 9. Have high standardized test scores 10. Memorize easily and rapidly 11. Demonstrate superior ability to organize 12. Easily comprehend what they see, hear, read, etc. 13. Enjoy challenging activities 14. Set personal goals and strive to achieve them 15. Are "perfectionists"	Students who . . . 16. Exhibit heightened curiosity or questioning abilities 17. Are highly imaginative 18. Have a keen sense of humor 19. Have high energy levels 20. Are unusually sensitive or intuitive 21. Have a wide range of interests 22. Are risk takers 23. Offer many, original ideas or solutions 24. Are nonconformists, flexible, accept disorder, do not fear being different 25. Include details in work, elaborate	Students who . . . 26. Are unusually persistent; goal-directed 27. Have longer than average attention spans; powers of concentration 28. Are unusually alert; eager 29. Demonstrate an intense desire to learn; "be somebody" or do something 30. Are independent; self starters 31. Consistently make good grade 32. Have hobbies, collections, long term interests 33. Are concerned with adult topics 34. Require little direction to complete work
Student Name:	Student ID #:	Birthday: _____ M / F Ethnicity: C AA H A O	Comments:

System Assessment:	K	1st	2nd	3rd	4th	5th
iReady Reading %	n/a	n/a				
DIBELS	Composite:	Composite:	Composite:	Composite	n/a	n/a
iReady Math %						

Gainesville City Schools

MPACT Program

Program Continuation Requirements

The Gainesville City School System has developed criteria that an identified, placed student must meet in order to continue to receive services in the gifted program.

1. The student must maintain satisfactory performance in all gifted education classes at the elementary level and/or complete assignments and actively participate in class activities.

2. For classes in which traditional grades are given, the student must maintain satisfactory performance in gifted education classes by maintaining a grade of at least 80% in each class where gifted services are provided or by completing all required assignments and actively participating in class activities.

If continuation criteria are not met:

- The student will be placed on probation for one grading period. Parents or guardians shall be informed through the use of the Notification of Placement Review.

- A plan for improvement will be developed using the MPACT Program Improvement Plan. Involvement in the plan development will include, but not be limited to: the gifted program teacher, classroom teacher(s), parent/guardian, and the student. The improvement plan will include steps to be taken in order to facilitate the student's increased performance. A copy of the plan will be provided to the parent/guardian. A copy of the plan will be placed in the student's central office file.

- At the end of the probationary period, the student's progress will be reviewed to determine if continuation criteria are being met. If criteria are met, gifted services will continue, and probation is terminated. If continuation criteria remain unmet, those persons involved in the development of the improvement plan will reconvene to determine the specific course of action (continued probation with a plan of improvement or termination of program services).

If a student is suspended from the gifted program, he or she is required to submit evidence of academic performance, for a minimum of two consecutive grading periods that meets continuation criteria in order to be reinstated.

If it is determined that participation in the gifted program is not in the student's best interest, the parent or gifted program teacher may request a change. The Talent Development Team shall meet to make this determination and document the decision using the MPACT Program Withdrawal form. A student may be placed on voluntary inactive status for up to one half year during a three year time period.

GAINESVILLE
CITY SCHOOL SYSTEM

Gainesville City Schools

GMS Gifted Program

Program Continuation Requirements

The Gainesville City School System has developed criteria that an identified, placed student must meet in order to continue to receive services in the gifted program.

1. The student must maintain satisfactory performance in all gifted education classes at the elementary level and/or complete assignments and actively participate in class activities.
2. For classes in which traditional grades are given, the student must maintain satisfactory performance in gifted education classes by maintaining a grade of at least 80% in each class where gifted services are provided or by completing all required assignments and actively participating in class activities.

If continuation criteria are not met:

- The student will be placed on probation for one grading period. Parents or guardians shall be informed through the use of the Notification of Placement Review.
- A plan for improvement will be developed using the Gifted Program Improvement Plan. Involvement in the plan development will include, but not be limited to: the gifted program teacher, classroom teacher(s), parent/guardian, and the student. The improvement plan will include steps to be taken in order to facilitate the student's increased performance. A copy of the plan will be provided to the parent/guardian. A copy of the plan will be placed in the student's central office file.
- At the end of the probationary period, the student's progress will be reviewed to determine if continuation criteria are being met. If criteria are met, gifted services will continue, and probation is terminated. If continuation criteria remain unmet, those persons involved in the development of the improvement plan will reconvene to determine the specific course of action (continued probation with a plan of improvement or termination of program services).

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Student Signature of Acknowledgement: _____ Date: _____

Parent Signature of Acknowledgement: _____ Date: _____

GAINESVILLE
CITY SCHOOL SYSTEM

Gainesville City Schools

Programa para superdotados

Requisitos para Continuar el Programa

El Sistema Escolar de la Ciudad de Gainesville ha desarrollado criterios que debe cumplir un estudiante identificado, debe cumplir para seguir recibiendo servicios en el programa de talentosos.

3. El estudiante debe mantener un rendimiento satisfactorio en todas las clases de educación de talentosos a nivel de primaria y/o completar las asignaciones y participar activamente en las actividades de clase.
4. Para las clases en las que se dan grados tradicionales, el estudiante debe mantener un rendimiento satisfactorio en las clases de educación de talentosos manteniendo un grado de al menos el 80% en cada clase donde se proporcionan servicios de dotados o completando las asignaciones requeridas y participar activamente en las actividades de clase.

Si no se cumplen los requisitos de continuación:

- El alumno se colocará en un periodo de prueba por un período calificación. Se informará a los padres o tutores mediante el uso de la Notificación de la Revisión de la Colocación.
- Un plan de mejora se desarrollará usando el Plan de Mejoramiento del Programa para superdotados. La participación en el desarrollo del plan incluirán, pero no se limita a: el maestro del programa de dotados, maestro de aula, padres y el estudiante. El plan de mejora incluirá medidas a adoptarse con el fin de facilitar aumento en el desempeño del estudiante. Una copia del plan se proporcionará a los padres/tutores. Una copia del plan se colocará en el archivo del estudiante en la oficina central.
- Al final del periodo de prueba, se revisará el progreso del estudiante para determinar si se cumplen criterios de continuación. Si se cumplen criterios, los servicios de talentosos continuarán, y se termina el periodo de prueba. Si criterios de continuación quedan insatisfechos, aquellas personas involucradas en el desarrollo del plan de mejora se volverá a reunir para determinar el curso concreto de acción (periodo de prueba continua con un plan de mejoramiento o la terminación de los servicios del programa).

Si un estudiante es suspendido del programa de dotados, él o ella debe presentar pruebas de rendimiento académico, por un mínimo de dos períodos consecutivos de clasificación que cumpla criterios de continuación con el fin de ser reintegrado

Si se determina que la participación en el programa de dotados no es en el mejor interés del estudiante, el padre o el maestro del programa de dotados puede solicitar un cambio. El Equipo de Desarrollo de Talento se reunirá para hacer esta determinación y documentar la decisión mediante el formulario de retiro de programa para superdotados. Puede colocar a un estudiante en estado inactivo voluntario hasta por una mitad año durante un período de tres años.

Firma del estudiante de reconocimiento: _____ Fecha: _____

Firma del Padre de Reconocimiento: _____ Fecha: _____

GAINESVILLE
CITY SCHOOL SYSTEM

Gifted Program Improvement Plan

Date: _____/_____/_____

Student: _____ DOB: _____School: _____Grade:_____

This student has experienced difficulty in meeting the requirements of the gifted program continuation policy. difficulty is demonstrated by:

_____

_____

_____

_____

_____

_____

The following instructional plan is recommended:

_____

_____

_____

_____

_____

_____

_____

_____

The improvement plan shall be in effect for at least one grading period. It will be reviewed on _____.

Committee Members:

_____ _____

_____ _____

_____ _____

Results of Improvement Plan Implementation:

Date: _____

Comments: _____

_____

It is the decision of the committee members that this student:

_____continue in the gifted program and be removed from probationary status

_____continue on probationary status with the following guidelines: _____
_____

_____be suspended from the gifted program beginning on ___/___/___.

Signatures of Committee Members:

_____ _____
_____ _____
_____ _____

GAINESVILLE
CITY SCHOOL SYSTEM

Gainesville City Schools
Student Acceleration Plan

Date Written:	**Reviewed:**

Student:	District:	Grade:
Parent Name(s):	Plan Facilitator:	Date of Birth:
Type of Acceleration: Grade/Subject		

Areas of Strength:

Instructional Plans:

Assessment Plans:

Other Considerations:

Parent Signature: _____ Administrator Signature:_____

Teacher Signature: _____

GAINESVILLE
CITY SCHOOL SYSTEM

Gifted Program
Change in Status

Name _____ GTID Number _____
Last First Middle
Grade _____ DOB _____ School _____ School Year _____

*Identify by initialing the correct area of change, provide the necessary information requested, and **sign**.*

_____ **Temporarily Inactive**—This student is temporarily leaving the gifted program. This student will remain enrolled in the program but on inactive status. *A student may be placed on voluntary inactive status for up to one year during a three year time period.*
Reasons and anticipated duration: _____
_____
_____
*For Parent/Guardian: I have read the above and understand that if my child is temporarily withdrawing from the gifted program for a time period lasting no more than one year.
Please initial here: _____

_____ **Fully Withdrawing**—This student is fully withdrawing from the gifted program for one of the following reasons:

* ____ Parent/guardian/student choice.

* ____ Failure to maintain continuation criteria and terms of the GCSS Gifted Continuation Policy.

* For Parent/Guardian: I have read the above and understand that if my child is FULLY Withdrawing from the gifted program, he or she must requalify to re-enter the program according to the GCSS Gifted Continuation Policy. Please initial here: _____

_____ **Re-Entering**—This student is re-entering the gifted program after a temporary inactive period of time not to exceed one year.

Change of Status Date: _____

_____ _____
Signature of Parent or Guardian Date

_____ _____
Signature of Gifted Teacher Date

_____ _____
Signature of School Principal Date

_____ _____
Signature of Gifted Coordinator Date